## *The DID Designer*

# During the design phase, you should envision the entire instructional unit from start to finish. Then fully describe your vision in terms of each of the six critical steps in the design process.

# How to Use the Designer: *For each of the steps below, click into the shaded box under each step to enter your own lesson design elements. The box will expand to accommodate your entry. Save and print the completed template when you are done.*

# STEP 1 - KNOW THE LEARNER

Summarize the characteristics of the learners for whom you are creating the lesson. Consider the following questions that might be answered in step 1:

* What are the personal demographics (ethnicity, socio-economic level, cultural background) that might impact learning?
* What is the developmental stage of the student relative to the content?
* What is the cognitive/learning style of each student?
* What are the student’s strengths in terms of multiple intelligences?
* What group dynamics might help/hinder the teaching and learning process?
* What are the student’s entry skills with reference to the content?

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| * There was not any personal demographics listed on the lesson plant that might impact learning. The teacher should have put the different personal demographics of the students * I don’t think that the developmental stage of the student is relative to the content and it is also not listed on the lesson plan. I think that the teacher expects too much from 2nd graders. The teacher should have made sure that this lesson plan was fitting for the developmental age of 2nd graders. * There is not a cognitive/learning style for each student listed. Each student’s learning style should have been included. * The student’s strength in terms of multiple intelligences is not list. Their strengths should have been listed * Nothing is listed about group dynamics that might help/hinder the teaching and learning process. * The teacher states in the lesson plan that the students should already have previous experience sorting and graphing. But that is just a generalization that is not what each individual student is capable of doing. |

# STEP 2 - ARTICULATE OBJECTIVES

State the behaviors that you expect your students to be able to do at the conclusion of the unit. Consider the following questions that might be answered in step 2. Be sure to follow the text 4-part format when constructing objectives.

* What performance will result from the unit?
* What criteria for success are necessary to ensure mastery?
* How will you assess the performance?
* Have you included all the levels of Bloom’s Taxonomy that are appropriate for the content?

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| * The performance that will result is that the students will be able to:  1. Sort items by color 2. Create a simple spreadsheet in which to enter data. 3. Analyze and interpret data from a bar graph. 4. Create a bar graph using information entered into their spreadsheet.  * The criteria for success that are necessary to ensure mastery are not outright listed on the lesson plan, but you can come up with the conclusion that the students being able to make the spreadsheet and the bar graph is the criteria necessary to ensure mastery. * The teacher has the completed bar graphs and a teacher-made checklist of items or information found on a completed graph. * All levels of the Bloom’s Taxonomy that are appropriate for the content was not listed in the lesson plan. How the students will remember, understand, apply, analyze, evaluate, and create should have been listed. |

# STEP 3 - ESTABLISH THE LEARNING ENVIRONMENT

Clarify what you plan to do to create an environment for this unit conducive to learning. Consider the following questions that might be answered in step 3:

* What changes need to be made to the classroom space?
* What reinforcers are needed for this unit to motivate and build learning success?
* How can learning be made active?
* How should students be grouped for positive interaction?

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| * There was no information included in the lesson plan on classroom space. I think this would have been important to include since they should be working on computers. * Although it is not specifically said that they are in the lesson plan, the computers and the spreadsheet would be the reinforcers needed for this unit to motivate and build learning success. * The learning is made active in the lesson plan by using the computer to create the spreadsheet. * There is no indication in the lesson plan of how the students should be grouped for positive interaction. This wasn’t a group assignment so the students are independently working. |

# STEP 4 - IDENTIFY TEACHING AND

# LEARNING STRATEGIES

Given the objectives, describe in detail the teaching and learning strategies that need to be implemented to meet the objectives. Consider the following questions that might be answered in step 4:

* What pre-organizers are you planning?
* What prior knowledge do you need to connect to as a prerequisite for the lesson?
* How will you introduce the new information? What methods will you use?
* What media, materials, or technologies will support your method?
* What teaching and learning strategies will support active learning?
* How will you reinforce the new knowledge?
* What will students need to do to ensure mastery of the content?
* How will you perform formative and summative evaluation?

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| * There are not any pre-organizers listed because the teacher already assumes in the lesson plan that the students already have experience in sorting and graphing. * The prior knowledge needed for this lesson plan is how to sort and how to graph. * The lesson plan does not specify how the new information will be introduced and there are no methods included. There should be a set pre-activity to introduce the use of a spreadsheet. * The technology used in the lesson is the spreadsheet software such as Cruncher, Microsoft Works, or Apple Works. * There is no teaching or learning strategies listed that will support active learning. There should be something saying what teaching and learning strategies that would be used in this lesson. * The new knowledge is reinforced by the completed spreadsheet. Even though this is not specifically listed in the lesson plan. * What the students will need to do to ensure mastery of the content is not stated word for word but the completed bar graphs would ensure mastery of the content. * Formative and summative evaluation is not listed but the teacher-made checklist of items or information found in a completed graph would be the evaluation. |

# STEP 5 - IDENTIFY AND SELECT

# SUPPORT TECHNOLOGIES

Given the strategies selected, identify the technologies that will be needed in support of those strategies. Consider the following questions that might be answered in step 5:

* What technologies and related materials are needed for this unit?
* Which technologies are required for each strategy?

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| * The technologies and related materials needed for this unit are the spreadsheet software such as Cruncher, Microsoft Works, or Apple Works. The computers should be listed as well but they are not listed in the lesson plan. * The technology required for the strategy is the spreadsheet software such as Cruncher, Microsoft Works, or Apple Works. |

# STEP 6 - EVALUATE AND REVISE THE DESIGN

Describe the summative evaluation process you will use to evaluate the design and how the results of the evaluation will be used to revise it. Consider the following questions that might be answered in step 6:

* How will you know the design is effective?
* What assessment instruments are needed to measure effectiveness?
* What remediation plan should you include if students do not achieve as expected?
* What is the revision process once you have the results from your evaluation?

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| * The teacher will know that the design is effective in the lesson plan by the completed bar graphs. * The teacher-made checklist is the assessment instrument needed to measure effectiveness. * There was not a remediation plan included if students do not achieve as expected. I think that this is a very important component that is missing and should have been included. * There is not a revision process once the teacher has the results from the evaluation. This is another important component that should have been included in the lesson plan. |